



BROOMFIELDS JUNIOR SCHOOL

Pupil Premium Strategy 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broomfields Junior School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	23% (81 pupils)
Academic year that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Rachel Morris Brown, Headteacher
Pupil premium lead	Rachel Morris Brown, Headteacher
Governor / Trustee lead	Paul Larder, Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,187
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium carried forward from previous year	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,917

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support our vulnerable children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussion with pupils suggest that these pupils' reading can be of a slower pace and their comprehension skills, understanding of vocabulary and inference and deduction is an area for development

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, especially linked to retention, problem solving and reasoning skills.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, especially linked to retention, problem solving and reasoning skills.
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parent request for referrals for support have markedly increased with more pupils requiring additional support with social and emotional needs and a higher number receiving small group interventions for their social and emotional well-being.</p>
6	Our attendance data over the last few years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The progress of disadvantaged pupils in Reading and Writing is good and their basic skills are being developed well	<p>Assessment data demonstrates that disadvantaged children are making good progress</p> <p>Children reading frequently and enjoying reading– check Reading Records</p> <p>Parents receiving important information as to how to support children with their reading at home</p> <p>Children are having many opportunities to write across the curriculum – monitoring of books</p>
The disadvantaged pupils' problem solving and reasoning skills within Maths improves	<p>Development of effective teaching strategies for improving these pupils' ability to retain key information</p> <p>Assessment data demonstrates data that is line or above their peers</p>

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/2024 show that more than an increased percentage of disadvantaged pupils meet the expected standard, compared to their targets
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • Reduce the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being near or to the same as non-disadvantaged.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£7398**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£1,198</p> <p>NFER Assessments to track and analyse progress and plan interventions from two assessment points a year Jan and June</p> <p>£3000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Purchase of further Little Wandle Phonics resources such as reading books and cards needed for lessons and reading homework DfE validated Systematic Synthetic Phonics programme This will continue to secure stronger phonics teaching for all pupils and the reading books to accompany the scheme.</p> <p>£400</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching / English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths / English Hub resources and CPD (including</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

<p>Teaching for Mastery training), as well as implementing the TCAT Reads initiative</p> <p>£1150</p> <p>Purchase of Numbersense annually</p> <p>£300</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Numbersense Timetables implementation to increase recall and fluency – systematic approach to the teaching of timestables</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>My Happy Mind curriculum to enhance the teaching of good mental health for pupils, staff and parents</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Team Teach CPD</p> <p>£1350</p>	<p>Skills in developing staff's expertise in supporting vulnerable pupils to engage positively with their learning and being in school in general</p>	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£107,576**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective, flexible deployment of teaching assistants to facilitate specific interventions, including same day interventions and catch up programmes</p> <p>TA intervention / support for key children whole year - £100,276</p>	<p>Targeted provision for specific children has demonstrated individual improvement; preteaching and same-day interventions are necessary to help pupils in their understanding of mathematical concepts in particular. The flexible use of TAs allows teachers to teach specific groups, for example</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been</p>	2

require further phonics support.	shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Tutorright – Autumn Term £5000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
IDL in English to improve outcomes in reading and spelling £400	This programme has impacted positively on all of the children who have been on the programme	1,2
B Squared to track, set targets and monitor small steps of progress £1800	School identified that it needed a robust approach to tracking small steps of progress and creating targets for SEND children and for children with SEMH needs.	All
Spag.com to support direct teaching of gaps in grammar and spelling learning for pupils £100		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£13,846**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole class Taiko Drumming, Whole class Gospel Singing, Whole Class Ukulele To develop skills of specific children and to raise confidence, develop sense of achievement	Impact on individual children has been demonstrable and helps children to learn importance of team work; resilience and practice; the sense of achievement and overall sense of well-being gained from the programme has had a direct	5

Brass £1550 – main budget Ukulele £1550 Gospel Singing £1550 Taiko Drumming £2175	impact on the confidence of individuals	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Funding for day trips, residentials, clubs, uniform to ensure every child is included in all school activities Uniform: £300 Clubs: £800 Trips: £7471 <ul style="list-style-type: none"> - Petty Pool - £3600 - Tattenhall - £1275 - Safety Central - £136 - Quarry Bank Mill and Crucial Crew - £576 - Fox Howl - £740 - Roman Chester Trip - £442 - Chester Zoo - £702 Total: £8571	Supporting inclusivity and broadening experiences	All

Total budgeted cost: £128,820 (Pupil Premium + Recovery Premium = £128,917)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Outcomes

End of Key Stage Two (KS2) Outcomes:

Pupils in Year 6 sat their statutory End of Key Stage 2 assessments in reading, maths and grammar, punctuation and spelling in May. Pupils were teacher assessed in writing. Judgements in writing were subject to internal as well as TCAT wide moderation.

This year saw a decrease in the raw score needed to reach the expected standard. In maths this dropped - 2 points both for expected and greater depth. In reading, this dropped -5 points for expected and -3 for greater depth to be achieved. Finally in GPS this was increased +1 for expected and no change from 2022 for greater depth. There have been no changes to the average scaled scores.

National achievements:

Reading: The difficulty level of this year's examination drew criticism from both teachers and parents, as it caused distress and tears among some children. For instance, the reading section presented to Year 6 pupils entailed reading a total of 2,106 words distributed across three texts, representing a 34 per cent increase compared to the previous year's requirement of 1,564 words.

Analysing the 2023 examination, it was determined that children were allocated a mere 34 seconds to answer each of the 38 questions within the provided booklet.

Disregarding 2016 as an anomaly, the percentage of children achieving EXS in reading has historically hovered in the low-mid 70s. Reading was the only subject not to drop following COVID. However, this year, it is the only subject in which national attainment has fallen since last year (and that is with one of the lowest 'pass' marks it has ever had), from 75% in 2022 to 73% in 2023.

Writing: After a drop of 9% last year, writing results have now risen by 2%, from 69% in 2022 to 71% this year.

Maths: The maths results also saw a decline last year, with the lowest proportion of children achieving EXS since 2016. They have increased this year with 73%, up 2% last year.

Grammar, punctuation and spelling (GPS): This year's data also remains unchanged from last year at 72% with, again, the lowest ever percentage of children achieving EXS.

Reading, writing and maths combined: There is no change from last year at 59%, again, the lowest since 2016.

The percentages in the table below reflects those pupils who reached the expected standard or above. The percentage in brackets reflects the number of pupils who reached the higher greater depth standard.

Key Stage Two**National in Green***Data excluding Designated Provision is in blue*

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KS2	2019	2022	2023				
% achieving @ARE+ (GD in brackets)							
			Reading 73	Writing 71	Maths 73	GPS 72	RWM 59
BJS	R- 78 (37) W- 94 (27) M – 89 (39) RWM- 74 (21)	R-75(27) W-87(29) M-79(22) RWM-61(11) GPS-80(25)	83 (38)	87 (20)	84 (31)	89(39)	73 (14)

Y6 Pupil Premium Outcomes

Reading:

- 7/10 achieved expected or better
- 7/10 met CAT 4 Target
- 5/10 achieved better in March tests than May tests

Maths

- 8/10 achieved expected or better
- 7/10 met or exceeded CAT 4 target
- Progress from October tests high

GAPS

- 8/10 Achieved expected or better

Writing

- 8/10 achieved expected or better